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TELEVISION JUNIOR COLLEGE IN OREGON, 1959-1963. PRELIMINARY REPORT 3.

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AN INVESTIGATION OF THE USE OF THE TELEVISION PROGRAMS OF THE OREGON TELEVISION JUNIOR COLLEGE AS AN ACCELERATED PROGRAM FOR GIFTED STUDENTS WAS CONDUCTED. THE PROGRAMS WERE USED OVER A PERIOD OF 4 YEARS IN A WIDE VARIETY OF WAYS BY 14 HIGH SCHOOLS LOCATED WITHIN THE RECEIVING AREA OF THE EDUCATIONAL TELEVISION STATION. STUDENTS VIEWED THE PROGRAMS BEFORE SCHOOL, IN SCHOOL, AFTER SCHOOL, SOME FOR CREDIT AND SOME SOLELY BECAUSE OF INTEREST. DATA GATHERED INDICATE THAT COLLEGE TELECOURSES CAN HAVE A PLACE IN SECONDARY SCHOOL SYSTEMS PARTICULARLY IN ACCELERATED PROGRAMS FOR GIFTED HIGH SCHOOL STUDENTS. TELECOURSES PLANNED SPECIFICALLY FOR AND BY HIGH SCHOOLS WERE MOST SUCCESSFUL WHEN PLANNED FOR AND BY THE HIGH SCHOOLS. SCHEDULING PROBLEMS WERE LESS DIFFICULT WHEN USING THE HIGH SCHOOL PROGRAMS THAN WHEN ATTEMPTING TO USE A COURSE PLANNED TO MEET A COLLEGE SCHEDULE. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (AL)

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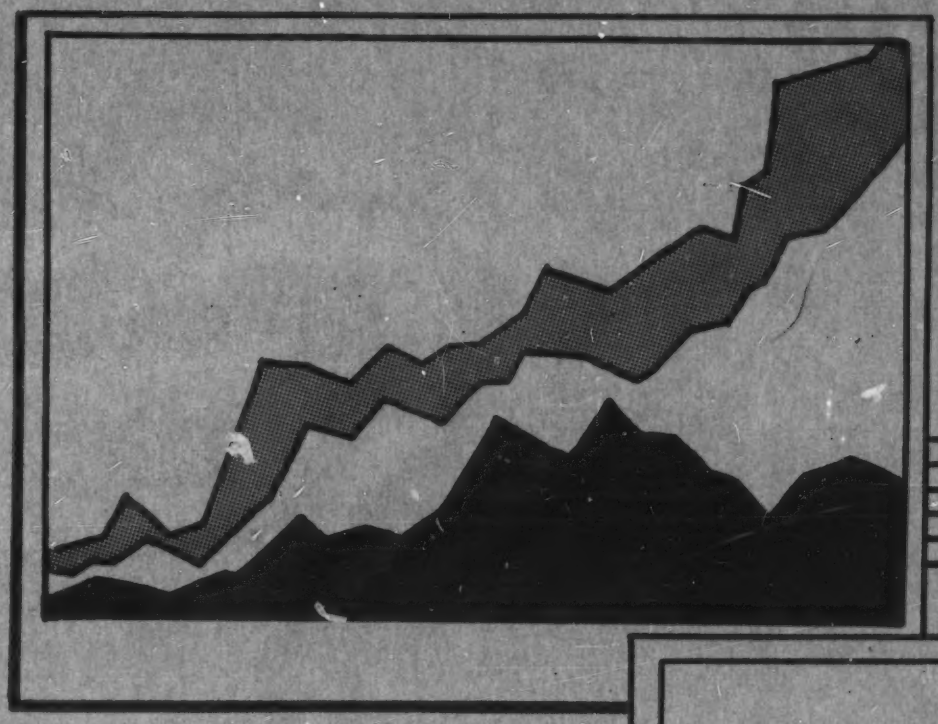
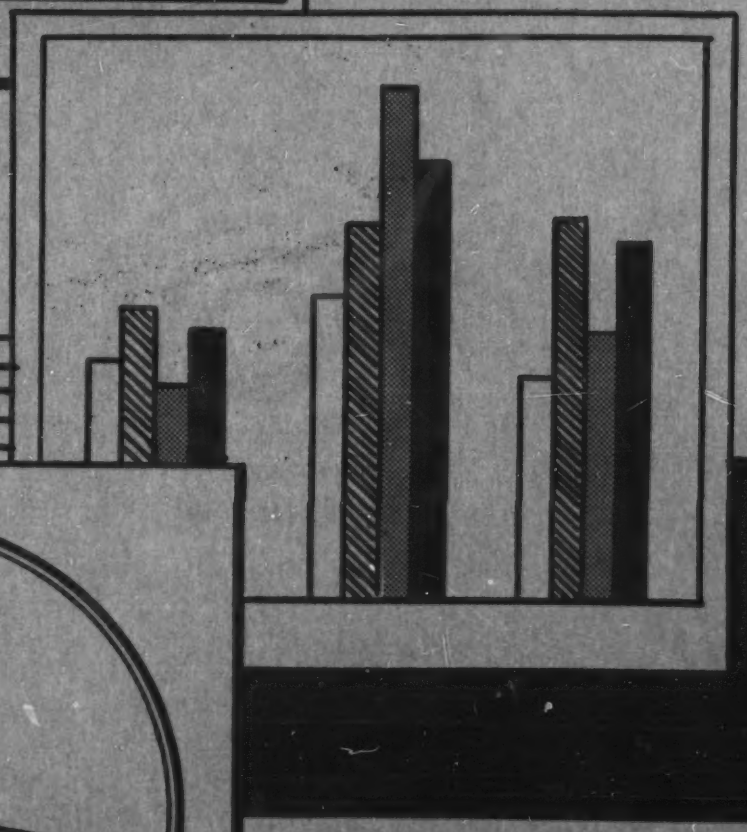
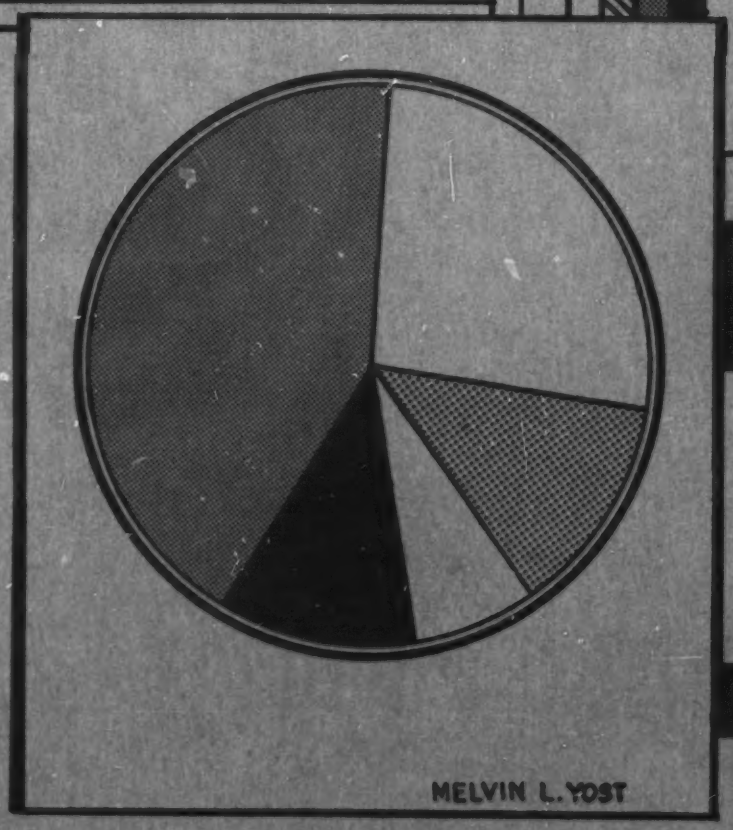


TELEVISION JUNIOR COLLEGE

1959 - 1963





Its Potential for Oregon High Schools.

MELVIN L. YOST

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Television Junior College in Oregon, 1959 - 1963 -- Phase 3

Its Potential as an Accelerated Program for the High School Gifted Student

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May 1, 1963

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TELEVISION JUNIOR COLLEGE IN OREGON: ITS POTENTIAL AS AN ACCELERATED PROGRAM FOR THE HIGH SCHOOL GIFTED STUDENT

1. PREFACE

In January 1959 a proposal was submitted to the U.S. Office of Education by the Oregon State System of Higher Education, that embraced a broad structure for the conducting of "An Experiment in the Use of Educational Broadcasting to Meet the Growing Needs of the Junior College Program for the Youth of Oregon." Dr. James M. Morris, manager of KOAC Radio and Television, was the author of the proposal and the principal investigator.

There were twelve objectives in the original proposal, most of them growing out of the college aspects of the program. All of these have been reported in the overall research project reported in a separate volume, except for one, which dealt with the use of college television courses at the high school level as a means of enriching the curriculum.

Specifically, the objective reads as follows:

> What will be the effectiveness of such a Junior College Program as an accelerated program for gifted students in Oregon High Schools?

This report, by way of following up the major research project of the Television Junior College, is the analysis of the concomitant use of the Television Junior College as an accelerated program for gifted students who are attending Oregon high schools. It is based on data from a questionnaire mailed to administrators in high schools as well as participating students and teachers and on data collected by Mr. Mack Schwab, a producer-director on the staff of the project during the year 1959-60, prior to the arrival of the research director.

Organization of the Report

There are three separate sections in the discussion. The first presents introductory material; the second describes in chronological order the uses and workings of television in the high school; the third deals with the conclusions relevant to the report and discusses problems, suggestions and recommendations for further work in connection with this study.

Collection of Data

In this report of the use of educational television in the high school, the results of the work of three people are involved. In the very beginning Mr. Schwab launched the project and did quite a detailed study of the high school area the first year, 1959-60. From 1960-62 a research director was employed to continue the report. It was during this time that the research project took its definite focus. Because of the breadth of the scope suggested in the original proposal, the research director felt the project had to be limited. The "Television Junior College" area was the one selected and about which the final research was written.[1] As a result the high school area was not continued with the same concentration it was given the first year of the project. Detailed study of the high school area was resumed when, in January 1963, the present writer began gathering data by means of questionnaires to cover the years since 1960.

A total of 88 high schools which were within the viewing radius of the educational television station received questionnaires with a covering letter. This material was sent to the principals of the high schools. In the larger high schools, the heads of the departments of social science, science and English were included in the mailing. Each high school was given an identifying number, and all correspondence indicated by this number was treated as one.

Efforts were continued until information from all 88 questionnaires was obtained, or a 100% response. If the first questionnaire was not returned, a duplicate was sent. When all mail responses were received, it was found that only four had not answered. In the interests of complete coverage, these four were telephoned and the information received in this manner. The questionnaire and covering letter are included in the Appendix. (Appendix A)

After all questionnaires were completed, those individuals who indicated that they had used television in the high schools were asked for further information by means of another questionnaire. Whenever teachers and students could be reached in person, this questionnaire was conducted by face-to-face interview or by telephone conversation.

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1. Kelman, Alfred, "Television Junior College in Oregon 1959-62"

One form of questionnaire was used for teachers, another for students, both of which appear in the Appendix. (The teacher's form is Appendix B, the student's Appendix C.)

Results of the first questionnaire indicated that 14 of the 88 high schools or 16% did utilize television for educational purposes in some way. This figure does not include incidental use such as a teacher's suggesting that students watch a certain program on a particular night. Six schools indicated lack of television facilities (7%).

Not all the courses viewed were originated at the KOAC-TV or KOAP-TV stations. Some came from local commercial stations which carried the Continental Classroom series. Some of the courses were carried over both commercial and educational television so that in some cases essentially the same material was watched, regardless of the source. The television day of the educational station began at 10:00 a.m., whereas some of the commercial stations carried educational courses as early as 6:30 a.m. Thus late afternoon (after school) or evening viewing was the only possibility open to the student who watched KOAC-TV or KOAP-TV unless he watched it in a class during the day. Some students found that the morning hours were more convenient due to class hours and bus schedules, and viewed the early morning commercial stations before going to high school.

II. CHRONOLOGICAL ANALYSIS

The School Year 1959-60

Publicity, which was generally focused on the junior college student, was also sent to the high schools in the viewing area of KOAC-TV and KOAP-TV. Although no attempt was made to recruit high school pilot groups other than by general publicity, such a pilot group came into being in the winter of 1960. Interest was high enough that at the start of the winter term of 1960 four different high schools were involved at their own instigation in an informal pilot study.

The four high schools were located in different areas of the state. All had small student-enrollment. The viewers divided into two parts because of the nature of their use of the television courses.

GROUP I Two high schools which used the television course as an enrichment device for already established high school credit courses. Courses used were English Composition and Shakespeare.

GROUP II Two high schools which encouraged students to view at home the course in which they were interested, but without any specific academic help from the school. Courses viewed were mathematics and psychology.

The existence of Group I was due to the efforts of dedicated teachers, who were attempting to give students as much information as possible by utilizing every means available. Group I, then, was a teacher-sponsored and teacher-inspired effort.

This group consisted of a fair-sized number of students under supervision and instruction of a district-paid teacher, in a somewhat formalized situation.

To permit more detailed discussion, let us designate the two schools in this group as "A" and "B". School "A" was a small high school near the capital city of the state. The English teacher chose 12 seniors to follow a television course in the study of Shakespeare. She had not planned to use this course for more than supplementary enrichment to the regular senior English course. However, when the television instructor offered to treat the students as regularly enrolled students, 11 accepted the offer. They met three times a week in the evening at the home of one of the students and, after watching the lecture, discussed the lesson with their high school teacher. They did all the required reading and took the three hourly tests and a final examination. Because they did not pay the registration fee, they were not enrolled for college credit, but their grades were recorded on their high school transcripts. In comparison with the grades of students of college ability, the high school students came out remarkably well. Of course, they did have the advantage of the special help of the high school instructor who was an excellent and well-prepared teacher. (A summary of the teacher's remarks is available in Appendix D.)

School "B" was located on the coastal region of Oregon. Being over 100 miles to the southwest of KOAC, it was served by a cable system. The English instructor at the high school had written during the winter term asking permission to follow an English composition course being offered. It was arranged that her

students, numbering about 20, would take the course in the spring term of 1960. Because the school term at that particular high school ended before the end of the college course, it was decided that it was not wise to have them complete the course. However, in the portion of the course in which they did participate, their teacher felt as she herself said, they did gain "practice in writing, learn how college instructors grade, and practice in taking notes on college lectures." In her own words, "To the high school teachers this project should also be helpful because it would give us an opportunity to check our own offerings and evaluations with those of college teachers." This teacher audio-taped each program of the Television English Composition and presented it to the classroom for students who were not able to see the television program in the evening. (Comments from both high school students and instructors are in the Appendix E.)

In contrast, Group II was a student-instigated and student-inspired effort. This group was composed of only three students, two in school "C" and one in school "D". Students from both schools viewed television courses at home without high school supervision. By special arrangements these students were permitted to participate in all the activities of the course. However, the two boys from school "C" did not enroll for college credit. The girl from school "D" did. High school counselors encouraged the students in the effort, but the work and interest were completely student-motivated.

The girl from school "D" took a psychology course, which she viewed before going to school in the morning.

The two boys from school "C" took the mathematics course in the evenings. They used it for enrichment and for help in passing advanced placement tests in college. They were grateful for the opportunity this course afforded, for they realized their small school could not offer this type of instruction because of limited facilities and lack of student interest.

In a special television program at the end of the year, called "The High School Angle," students and faculty from these four schools expressed their views concerning television. (See information and publicity in Appendix F.) Dr. James Morris, Director of the Television Junior College Project, was the master of ceremonies. His comment at this time: "Although you (the four teachers in the

program) come from a common area of student guidance, each of you approached the use of the college TV courses in a different way, according to the needs of your individual school and your individual students. Some of you consider the TV courses as an enrichment process, and others from the points of view of high school or college credit. It seems high schools can utilize the facilities of the TV Junior College in almost as many ways as there are individual schools."[2]

Completely isolated in idea and context from the above two groups, a high school teacher in "M", a large school in one of the larger cities in Oregon, viewed a course in physics. He used the program as a brush-up and in-service training program for his own benefit to make himself a better teacher. This was only for his own learning, but it succeeded in helping him to improve his teaching for the high school students under his instruction. He still uses many of the ideas presented in this course.

The School Year 1960-61

During this year, so far as can be determined, four schools were involved. Two were large high schools, "E" and "F", outside the metropolitan section of the state; one was school "C" in Group II of the year 1959-60; the last in the group was school "G", a large boys' high school in the largest city in Oregon. The students took the courses on their own with various kind of encouragement from the high schools. During the year there were 9 students involved in television course viewing.

Five students from school "E" took a mathematics course for college credit. Although this was in each case an individual effort, there were some times when the problems were so difficult that they were unable to comprehend or solve them alone and resorted to group effort or advice from their teacher, who had encouraged them to take the course. It was an honors class, and in order to qualify for an "A" grade in the course they had the choice of writing a paper,

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2. Much of the material on pages 5 and 6 was gleaned from a report made earlier in the tentative beginnings for the high school aspect of Television Junior College. It was not included in the final report because of the different turn of the research. Mack Schwab should be credited with much of the enthusiasm and work which went into the project. All of the detail and some of the writing on these two pages are in essence his.

giving a report, or enrolling in the televised mathematics course for credit. A few of them went on to take another more advanced mathematics course the second term.

One student from school "F" took the course on his own initiative and attended a weekly discussion session at a college near his home. He is now a student in college. In evaluating his experience he said that the television course had made his first-year mathematics courses much easier. He had felt somewhat at a disadvantage, however, for the class meeting at the local college was composed of junior and senior students in college while he was still a senior in high school. Although a high school student of high calibre (indicated by his honors work), he still found the competition pretty steep.

The one student from School "C" took the course for enrichment of his background in mathematics and received college credit for the course. He was a brother of one of the original two from school "C" discussed on page 5.

School "G" had two students taking courses. One student took chemistry, and another took both algebra and statistics. Comment from the principal concerning these boys, particularly the one taking the two courses, was that they were the best that had ever attended the school. Although the boys could not be interviewed, for they were out of the state at school, the principal knew that their reaction to the courses was good, for they were both "top students." The fact that one took top honors in entering a school in California with high admissions standards indicates a great deal of ability.

Each case above from school "G" involved individual effort, although the students did receive some help from the high school faculty as they found they needed it.

This year, then, seemed to be one in which the students themselves took the initiative because they wanted to enrich their background, or get some of their requirements out of the way.

Something of a pattern apparently emerges here too. The better the student, the more his intellectual curiosity, the more he seems to delve into other means of enriching his background. In most of these cases, the students did the searching out and finding of the courses for themselves. The high school proved

incidental in its assistance, but it did encourage them with help and advice, as in the case of school "E", where the high school teacher was the one pointing the way.

The School Year 1961-62

Information from the questionnaires indicated that two high schools were involved in using television for this year: school "H" and school "D" mentioned in group II of the year 1959-60. School "H" was located in a suburb of a metropolitan area of the state.

In school "D" intensive cooperation of the school and college teachers aroused a great deal of interest in both students and faculty. Much of the interest was generated by the television instructor who, on his own time, taught the high school teacher the methods and techniques which would be needed in the laboratory sessions which were not televised. The students were allowed to have all the materials and tests, just as if they were taking the course for credit. Some of this class registered with the intention of earning, and indeed did receive, college credit. There were 14 students in this course. The college teacher graded the tests, and the high school teacher did the laboratory grading. All the results were turned into the office of the college television instructor.

Development of a desire to explore studies given outside the high school is evidenced by the attitudes of the students from school "H", whose teachers had all along encouraged viewing of television for educational achievement. A group of 5 or 6 honor students who had completed high school chemistry began to view courses in physics and chemistry. They conducted a seminar to discuss with a teacher the ideas and concepts presented in these two classes. It was a very informal situation, completely outside the classroom and high school day, usually after school, and connected with high school only in that it was a high school teacher and high school students. No credit was given. It was just a group of intellectually active and curious students going out on their own and including the teacher in the group.

This year seemed to mark two advances. The first was the evidence of cooperative efforts of the high school and college teachers, to bring into a closer relationship the college TV courses and their related and supplementary high school use. The second advance was the quest for knowledge of the student on

his own, yet in groups. These students unknowingly pioneered the way outside the high school, not necessarily for credit or grade, but for personal satisfaction to delve further into a field that proved interesting.

The School Year 1962-63

This particular school year seemed to indicate a wider use of the educational media in the high school. The participating schools fall into three groups.

GROUP I — The high school which used college telecourse during the high school day, viewing it during school time and using it as an enrichment program only. Discussion of the program was held in class when it was pertinent to the material being studied at the time. High schools using this system are indicated as schools "I" and "J".

GROUP II — The high school which used a certain course for evening viewing of college telecourses. In the regularly scheduled class period (over and above the television time) the teacher discussed the material already viewed and answered questions which had arisen. High school credit was given for the course, although some students elected to take college credit instead. These high schools are indicated by the letters "K", "L", and "D".

GROUP III — The school which used a high school telecourse broadcast on a local commercial station for a twelve-week period. It was taught by a high school teacher from school "M". The school which used the course was school "N", for enriching a regularly credited junior English course.

School "I" of Group I, located in the largest metropolitan area in Oregon, included 152 students in the whole experiment. These students, all having the same teacher, met in classes throughout the day. Because of this circumstance, the television course was used in varying forms and to a different degree in each group. The course viewed was one in economics. One day per week discussion was held on the program and on extra readings as connected with the course. A seminar was held twice weekly after school for a group of 6 to 10 honor students. The attitude of the students toward the experience was good. The teacher was happy to have them use the course as an enrichment device. None of them viewed the course for credit.

School "J" was located in a very small community which had very little of enrichment opportunity in the immediate area, although it was not far from a large city of the state. Twenty-six students utilized the course in biology.

Both schools "I" and "J" made use of the course for enrichment purposes only. The students viewing courses in both schools were introduced to it by their teachers and encouraged to utilize educational television.

In Group II, school "K" was located in a medium-sized city, a suburb of the second largest populated area in Oregon. The twenty-one students participating in this experiment were allowed to choose the television course in economics in place of a required course, which covered some of the same material but in less detail. As they were all preparing for college, they desired a richer background in economics than the regular required course provided. Regular high school credit was given for the television course, and those taking it were exempted from the required course for seniors.

The teacher in school "K" had the backing of the administration, which had felt a lack of curricular offerings in economics, and the cooperation of the school for additional work. The teacher was briefed in a summer course and released from teaching another class in order to teach the television group.

School "D" (the third year this school is mentioned in connection with television) participated again in the biology series. Twelve students were involved. The class viewed the program for one hour three days a week and had a two-hour laboratory once a week as well. The television course was monitored by the high school teacher, who also taught the lab.

School "L" in Group II, located in a suburban area of the largest city of Oregon, followed a procedure similar to that of school "D". The television course was biology; the class was composed of ten average and honor students, of whom five took the course for high school credit and five for college credit. The college graded the tests, and the teacher graded the laboratory work. The students were "pleased with the course and felt that it was a privilege to be able to take it." The teacher (who was trained in the same way by the same college television instructor as for school "D") found the course interesting and "very worth-while for these students."

Group III was an experiment promoted by a high school teacher from school "M". The purpose was to add enrichment for a required course at the junior level in

English. Before school opened in the fall term, the teachers who were to use the program met, were briefed, and were given a complete bibliography. The class was televised on a local commercial station during a half-hour period twice a week. Eleven school districts used the program. It was planned for only the first twelve weeks in the semester. The teacher who taught it did not use the course, as he was the teacher of such courses in his own high school.

School "N", located in a suburb of school "M"s city, utilized the local educational television course. Because of a previous lack of facilities, this year was the first in which the school was able to make use of television.

III. STUDENT-TEACHER EVALUATION:

Student Evaluations

This portion of the report deals with the findings resulting from the student opinions. They consider the two different aspects in the problems of viewing television: (1) The class group which had a teacher in charge and therefore a more "normal" high school group approach; (2) the individual student who watched television on his own for improvement and/or college credit.

1. By and large the reaction to the more formalized type of television viewing was on the positive side. Students found they learned more and overcame the lack of two-way communication by asking questions of the teacher in charge. Those pupils who viewed courses at times other than the regular class hour but who came together for discussion got additional help from the discussions, as one question would remind the others of points which were not clear. This situation helped to overcome the lack of communication, which was the greatest barrier the student felt toward television. It also had the tendency to help the less able student, who had a difficult time without some leadership in the learning process. (Individual comments from students are in Appendix E.)

2. The second type of student, the one who watched television on his own, was on the whole a superior student. He was one who exercised his initiative and found that he could get a great deal from such an experience. The normal distractions of the classroom situation were absent. The impossibility of communicating with a television set did erect some barriers, but

it is safe to say that the better the student, the more he received from his television viewing. These people were grateful (particularly those from the small schools) for the opportunity to add to their background instruction that was not normally available to them in their own high school.

All of the groups which undertook the television projects and went on to college reacted favorably to the material they learned and were anxious to talk about the courses. All who were asked if they would do it again felt it had helped and that they would do it again. They felt it benefited them in college in many ways; some, of course, received more than others, because of individual differences. Some used the college credit and thus eliminated course hours when they did enter college. Others were able to take an examination which gave them advanced placement, allowing time to take other subjects instead. Even those who did not so tangibly profit from the experience felt that the additional knowledge aided them in doing better work in college and in achieving higher scholastic standing.

Teacher Evaluation

Teachers interested in television were enthusiastic because of the possibilities offered to expand horizons. The high school teacher who taught the course mentioned on page 10 under Group III commented that he felt it was a force to be reckoned with, for eventually it will be a medium that will necessarily be used.

Use of television meant more preparation and time involved for the high school teacher who pioneered such utilization. More often than not, particularly in the first years, the teacher was not compensated for the extra work involved, either in salary or released time. In the pilot group, enthusiasm was high, but the added, extra effort that was involved proved too much to overcome without some encouragement from the administration. In the current year's use of TV, cognizance is being made of these problems to some extent, for most of those involved in the effort were compensated or recognized in some way for the additional time. Some were released from a class and encouraged by the administration to undertake such a venture. But with some, the experiment seems to be a lone and valiant effort.

Those teachers who were most enthusiastic during the current year were the ones whose close contact with the college television instructor made their teaching better and more meaningful.

IV. CONCLUSIONS

As with any new enterprise in any field, television instruction takes time to find its place. However, the few years in which this medium has been in use have shown some trends which might point the way to the future. First of all, the teachers who began with such enthusiasm and the students who felt that television was an addition to their learning were encouraged by personnel from the educational television station. There was recognition in form of appearance on special television programs and publicity which emphasized their pioneering work in TV education. Prestige was attached to their work, and rightly so. It would seem that this practice should be continued and recognition for such work be given to those who showed such interest.

Another favorable factor at work here is the group enthusiasm which generates when people engaged in like enterprises share ideas. With such people meeting and exchanging progress reports, new vistas can open to all participants. Students as well as teachers should be included. Meeting the television instructor in person and knowing the entire mechanical set-up of television stations also helps all to appreciate the effort each is doing.

Communication between television instructor and high school classroom teacher needs to be improved. The close cooperation of the college and high school instructor has proven of value in the two cases in which this technique was used. In all cases, time is an important element. If teachers at the high school level could be given compensation or released time for the extra hours and effort which it takes to add television to an already overloaded schedule, the enthusiasm would remain. The waning of the enthusiasm in the first pilot group was dependent to a great extent on these factors. On the other hand, the television college instructors, in spite of enthusiasm and the wish to do more work with the high school teachers, do not have time to do any more. In the case of the two high school teachers who were briefed by the TV biology instructor, time limited the effort to this number. It was physically impossible for more classes

to be included in the experiment, although some others were interested. Provision must be made for additional assistance to the television instructor if this concomitant use of college telecourses in Oregon high schools is to become a major factor in the school curriculum.

Still another aspect of the problem remains in the high school schedule. Secondary use of these college telecourses may always be limited by the schedule differences that exist between high school and college classes. This problem is easier to overcome in courses planned specifically for high school use. It must be recognized here that college and university scheduling must have priority in the current study.

V. SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER STUDY OR ACTION

1. It would seem from the data gathered that the secondary use of college telecourses has a real place in the school system. A study of the types of college material that high school students can assimilate, the kinds of courses, the various approaches used in college telecourses and their utilization at the high school level, the possible means of coordination of high school use with primary college use, and methods of high school teacher in-service training for use of college telecourses might prove to be a vitally useful and interesting research project, particularly at this time, when high schools are seeking to upgrade their course offerings.
2. The current study indicates that telecourses are most successfully used when they are planned specifically by and for high schools. This study also indicates the advantages to be obtained in the use of the regular offerings of the colleges and universities. It is evident that scheduling problems will be less difficult at the high school level for courses planned for such specific use, as contrasted to the difficulties which confront the high school teacher who desires to use courses planned to meet a college schedule.
3. Coordination of high school use of television, whether the concomitant use of the college telecourses or of televised lessons planned specifically for high schools, is of greatest importance. In Oregon the task of coordination for high school instructional purposes is the assigned

role of the State Department of Education. The results of this study would indicate that the State Department can achieve significant results in curriculum improvement at the secondary level as soon as it is able to move positively into this field of coordination and promotion of high school use of educational television.

4. In retrospect one must remember that the results contained in this study are the expression of the personnel of the schools. Whether it was student or faculty, the impetus for the utilization of these college-directed telecourses in a supplementary manner at the high school level came from the schools themselves, not from the television station. It was not a case of foisting the college level courses on the high school, but of the high school's use of a medium of instruction whose primary efforts were directed at the non-resident college-level audience. It would be interesting to follow up such utilization of television in 1970 in order to draw comparisons to the success of these college telecourses in the early 1960's.

   It may be that the impetus for the use of college courses in the high schools will prove to have come from the gifted student group, which finds this a medium to test the intelligence. It seems to be the more gifted students who find the college telecourse a real challenge and who thus use it to good advantage.

APPENDIX

APPENDIX A

We are writing to you in order to ascertain whether you have used any of the College Television courses in your high school curriculum from 1959 to the present. There have been some instances, of which we are aware, in which students have been given the opportunity to utilize these courses in lower division to fulfill college requirements for college work in English, social science, science and mathematics.

These courses have been used from various approaches:

1. Some have been utilized as a part of the high school curriculum in order to give depth to the honors classes for gifted students. The class was monitored by a teacher from the high school staff. However, the group was not enrolled in the course for college credit, but credit for high school work was shown on the student's high school transcript.

2. Others have been given the opportunity to enroll in advanced placement classes if their ability warranted. These college television classes were also monitored by high school teachers. The opportunity to enroll in the television course for college credit was given and some of the students earned as many as 12 college credit hours. The ones who did not enroll were given credit on their high school transcripts. These students added materially to their own advantage when taking the advanced placement tests when they did enter college. Just taking the course without credit did not exempt them from taking the exam, however.

3. Still other students have taken these courses on their own, enrolling in the course while still in high school and have received credit but have done it completely free of high school supervision.

Our wish is to compile all the available information about high school students who have utilized television college courses since 1959 no matter what the circumstances in which they were taken. This is being done in order to tie up the ends of a report of the Television Junior College Experiment sponsored by KOAC under a research grant.

Would you please be so kind as to fill out the attached questionnaire and return it to us in the enclosed stamped envelope? We do sincerely appreciate your time and effort in this venture.

Sincerely yours,

Mrs. Arthur Stump
Research Associate, KOAC

APPENDIX A (Con't)

KOAC TELEVISION JUNIOR COLLEGE

QUESTIONNAIRE RE: HIGH SCHOOL STUDENTS

Would you please be so kind as to fill out the following questions and return to KOAC in Corvallis. A stamped-self-addressed envelope is enclosed for your convenience. We sincerely appreciate your cooperation and want you to know negative answers are as important as affirmative ones.

1. Has your high school utilized college television courses? ___Yes ___No

2. If the answer to 1 above is yes, in which category in paragraph two of the covering letter does your program fall?
__1 __2 __3 __Other... Please be specific_____

_____

3. If your students participated in the college television courses did this occur:
___during the school day ___at night, or after school

4. If is was monitored, please name the High School Teacher, the Subject Televised, the Television Instructor and the Year and Term it occurred.

High School Teacher_____

Subject Televised_____

Television Instructor_____

Year and Term this occurred_____

5. How was credit given?

__received college credit, enrolled in course.
__received recognition on transcript as regular high school course.
__no knowledge of circumstances, did it on their own.

6. Are you aware of students who have taken college television courses for credit since 1959 up to the present? This should have occurred while they were still in high school, but not in connection with the high school.

___Yes ___No

7. If yes, please advise name or names and addresses of students so involved:

_____

_____

_____

APPENDIX B

Teacher form used by telephone and mail for interviews

How many students were involved in the program? _____

What year in school were they? ( ) Frosh ( ) Soph ( ) Jr ( ) Sr

Purpose course used for: ( ) Regular high school credit ( ) Honors

( ) Accelerated ( ) Enrichment ( ) Other (explain)

_____

_____

How frequently did the class view the program? _____

_____

Calibre of students taking course ( ) Average ( ) Honors ( ) Accelerated

( ) Other (explain) _____

What was the student reaction?

What was your reaction as a teacher?

APPENDIX C

Student form used by personal, telephone, or mail interviewing.

1. How many students were involved in your class in High School?_____

2. What year were you in school? ( ) Frosh ( ) Soph ( ) Jr ( ) Sr

3. How did you happen to take the course?

4. When did you view it?

5. Was it an individual or group effort?

6. Were you enrolled for credit?

7. If not, why did you take the course?

8. What was your reaction to the course?

9. Did it help your college career?

10. Would you repeat the experience?

APPENDIX D

Comments by Teachers about Educational Television for High Schools

Will it work?

"Yes, we here in..... have proved that it will work. Our students have been able to maintain satisfactory levels of achievement even though this has been in addition to their regular class load.

Who should take the courses?

"I would definitely incorporate this into whatever EE or enriched program the school has. So, only those who have been proved to be able to handle a stimulated program should be able to do so. Mine were hand picked. I included one or two who were just on the 'line' to see how far down I could reach.

What kind of credit should be given?

"Well, everyone likes reward for his work, so I suggest it be of two kinds. If the student is willing to gamble $31.50 on his abilities, I believe he should enroll and try for college credit. If, however, for some reason this is not feasible, he still must receive some recognition from his local district on his permanent records and on his transcripts. We have given credit with an explanation added.

What kind of courses should be taken?

"Here I find myself in an area of some doubt. A great deal of the success of this E.T.V. idea depends upon how well a H. S. senior can absorb the professor's projecting and conversely, how well the professor can project. Since I have actually viewed altogether too few of these programs, let me say just a word about the ones I am familiar. Dr. ..... had the warm, urgent, compelling kind of personality which knew no such barriers as distance and strangers. How glad I am that our first venture was under his able guidance. We have enjoyed every minute of Shakespeare. The composition course I have audited several times and I think it is very good. Yes, I believe for the more able Seniors this could work out very well. Dr. .....'s psychology course I watched from beginning to end. Here again, I think we have the special kind of personality which bridges the gap and captivates students separated from the 'live' professor. I'm sure most of the young people who would be taking this sort of work could do very well and would enjoy it.

...

(A) The subject offered should be something which will actually benefit the pre-college student as he plans his college program.
(B) The professor should have...excellent delivery, the capacity to grasp and hold an audience, a quality of presentation of such real warmth that they step right out of the picture into our midst.

APPENDIX D (Con't)

When should these courses be scheduled?

"Directly after school if TV is to find its way into the classrooms as I hope it will. This would be a good time for the non-athletes to have a little chance to answer a challenge. After the dinner hour 6:30 to 7:30; though what days I wouldn't think of trying to say. Saturday a.m. should also be a good class time.

Special Stipulations or problem areas

"These classes must be monitored. The need for guidance by a competent teacher seems to me to be self evident. The students must have someone to keep the group together and at work on the project at hand.

Who pays for the teacher's extra time?

"Here is a touchy question. Well, teachers are usually paid for their supervision of extra-curricular activities. If the board will recognize this as a curricular need, perhaps they will pay. Or perhaps some government funds might be available. The bookkeeping on this stops us.

"You are sold, I am sold, so now all we have left is just a big, bright world to convince."

"We received the grade information for..... and ..... on their mathematics course,..each received a grade of A. This has been noted on their records."

"Our college preparatory seniors are very much interested in participating, and about 20 of them have indicated that they would like to do your composition assignments if you and your staff could criticize and grade them."

FROM A COLLEGE TV TEACHER

"All did average work or better. As a result of the course students reported that they were now better equipped to do college work. Likewise their teachers reported that as a result of the course they had become better teachers of composition."

FROM A HIGH SCHOOL TEACHER

"We view for enrichment and for extra material. Sometimes the material is of too high a level for our students."

"If a teacher wasn't prepared he didn't understand what was expected. Whether we like it or not, this is a medium that will be used more and more and we might as well get used to it."

APPENDIX D (Con't)

"We would like to see you broadcast at 7:30 a.m. starting next fall. This time would enable many Oregon high schools to view the program on school TV sets. I suggest you contact the schools to find out their interest in such a program at that hour. Study might be done so program shortened to a one semester, one for high school consumption. No compensation for me except that I had this class instead of regular class. Given in-service credit for 9 hours for taking the teacher's course to teach this class. Plan to continue the course (1964), have 38 for next year."

"Happy to have students using television. Could use tapes and condense the material if they were available. If student tried to view it alone in some cases became completely lost. Needs some supervision."

"Students very pleased with course. Feel it is a privilege to be able to take it. Course very well conducted, is interesting and very worthwhile for these students."

"Most of our faculty encourages students to watch educational television. Classroom discussion follows it. Occurs in grades 9-12. Have been doing it since 1960. No formalized program, but used as enrichment. It is done out of school hours. Average to above average students benefit much from it."

"We have purchased a TV set this year. Using it on local TV only."

"We give out information about the available courses and then leave it up to the individual students to decide what to do."

"Very well received. I believe that we will see more high school students wanting this type of program. My students of last year felt very highly of the program both before and after they had entered college. I am 100% behind this program."

"I do think the television program is excellent if we could just get more students interested. I encouraged several of the students who planned to go on to college last spring to take the English refresher course."

APPENDIX E

Comments by Student about Educational Television for High Schools

"Did help in some college mathematics courses, would repeat if he had the opportunity."

"Television's drawback is the inability to discuss. Questions I had were not able to be answered as had no resource persons."

"Made my first term's mathematics very simple. Got a great deal out of the discussions in the college seminar held once a week. Questions were answered."

"Depended upon what we were studying. Sometimes got more out of it than others."

"The average students liked it as well as the above average."

"Got completely lost sometimes, but others found it very helpful."

"A privilege to be able to take the course."

"Feel it helps a great deal in college. Advise others to take the course."

"I feel it will help me a great deal in college next year. It made me organize my thoughts and really think about things. I have learned to use reference materials and many other things that will surely come in handy at college level."

"I feel that participation in the TV Junior College course has helped me to become more dependent on myself for assignments. It has prepared me for future work and made me more independent and thoughtful. It was very good for all of us."

"I feel that taking this course has introduced me to the type of work that will be expected of me in college. The experience that I got will make my work in college just that much easier!"

"The portion of the course we have followed has taught me to be more cautious in my use of the language. In several years I want to attend some college, and I believe that the course has given me a better idea of what is expected in college and a hint as to how to meet the requirements."

"I feel the course has given me a small insight into college work, and will benefit me during my first year."

"I feel that this course will better prepare me for college English. I hope that future classes will be able to take this course."

APPENDIX E (Con't)

"I have found that this course has done a great deal to eliminate faults in my writing that I was not conscious of before, and has given me a preview of what college composition courses demand."

"I learned what to expect in the English Comp Class in college, and also how to take lecture notes. Having this now will make it easier when the time comes to really work."

"The chance to go through a college course was very rewarding, learning to take notes and remember what was said only once should help anyone in college."

"It helped me to get an idea what a college lecture might be like. The report helped considerably. I think it was good to write a report with so many details to watch for."

"In doing this course I have partly overcome my wordiness in composition. I felt the English Comp course was very worth-while and would be wise to retain it (in high school) if possible."

"It helped me prepare for College English and since I'm going to college I'm sure it will help me a great deal."

"I hope to avoid taking normal freshman math at college next year and instead start right in on calculus. During my sophomore year I hope to enroll in the mathematics honors section and learn with my own interests and speed."

"Frankly, I had expected there would be more homework than there is. I'm grateful that there isn't."

"I should like to see a few lectures 'pointed' towards application of trigonometry in other fields of mathematics and more advanced trigonometric work. The sine addition by oscilloscope demonstration tonight was very good. Perhaps a few titilations about more 'exotic' applications such as non-euclidean trigonometry might be in order."

"Enjoyed the course. Was able to keep up well in honors in college. Still watch educational television at night when I have time from study."

"In this course I heard of things I hadn't heard of even in high school. I took the advanced placement exam and was exempt from the first courses. In a small school only access I had to this subject. I still watch educational television and gather a great deal from it."

Office of KOAC-AM-TV
GENERAL EXTENSION DIVISION
Oregon State System of Higher Education
College Campus
Corvallis, Oregon
Plaza 3-4351

APPENDIX F

FOR RELEASE ON OR BEFORE MONDAY, JUNE 6

What does TV Junior College offer high schools? Answers to this and related questions will be offered by a group of teachers, guidance directors and students during a special television program Monday, June 6, at 8:00 p.m. over KOAC-TV, Channel 7. Members of this group discussing "The High School Angle" will be speaking from personal experience obtained through involvement with one or more of the telecourses in the TV Junior College experiment, at some time during the past year.

One of the schools represented in the program will be Reedsport Union High School, located over one hundred miles from the KOAC-TV studios. The program is received via Cable TV Corporation. About fifteen students of Mrs. Pauline Dixon viewed the spring term lessons in the English Composition telecourse taught by Dr. James Groshong, and completed themes and reports connected with the course. Studio participants will include Mrs. Dixon and a student selected from a group of five who plan to enroll at Oregon State College this fall. The student will recount the results of a student opinion poll, taken at Reedsport, on the values derived from the course.

Mrs. Fern Eberhart arranged for twelve Sheridan High School students to follow Dr. Robert D. Horn's TV Junior College Shakespeare Classes during the winter term, and seven to audit the televised Psychology course taught by Dr. Lester Beck, and will have representation in this special program to express their views on the value of these courses.

Two students from Central High School, Monmouth-Independence, Gary Ford, a merit scholar, and James Armour, who took TV Junior College Trigonometry under Dr. Robert Gaskell, will appear with Mrs. Lela Leach, the school's guidance director.

Mary Su Bodtker, a Junction City High School student, enrolled for credit in TV Psychology will discuss her experiences in the television course with Mrs. Kathleen M. Knight, Guidance Director.

Host and moderator for "The High School Angle" will be Dr. James M. Morris, Director of the Department of Radio and Television, General Extension Division, State System of Higher Education.

APPENDIX G

High Schools Included in the Study

A. Sheridan High School
Mrs. Fern Eberhardt
Sheridan, Oregon

B. Reedsport High School
Mrs. Pauline Dixon
Reedsport, Oregon (Now at Elmira High School, Elmira, Oregon)

C. Central High School
Mrs. Lela Leach
Independence, Oregon

D. Junction City High School
Mrs. Kathleen Knight, Counselor
Mr. Stan Hall, Biology
Junction City, Oregon

E. Milwaukie High School
J. C. Lille, Principal
1550 23rd Street
Milwaukie, Oregon

F. West Linn High School
Mr. Charles P. Zacur, Principal
West Linn, Oregon

G. Benson Polytechnic High School
Mr. Marvin Rasmussen, Principal
546 N. E. 12th Street
Portland, Oregon

H. Hillsboro High School
Mr. James Davis, Principal
645 E. Lincoln
Hillsboro, Oregon

I. Grant High School
Mr. Albert Ouchi
2245 N. E. 36th Avenue
Portland, Oregon

J. Coburg High School
Mr. Robert Strunk
Coburg, Oregon

K. Springfield High School
Mr. Rudy King
10th and H Streets
Springfield, Oregon

L. Beaverton High School
Mrs. Kathryn Ward
Beaverton, Oregon

M. South Eugene High School
Mr. Tom Kepner
400 E. 19th
Eugene, Oregon

N. Willamette High School
Mr. Earl Vossen, Principal
4640 Barger Avenue
Eugene, Oregon